

August 1, 2005  
School Finance Advisory Committee Meeting  
1:00pm in Conference Room 417

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**LYLE:** Shall we get started, hello? Good afternoon everyone, Phil and I were just discussing who was going to start the meeting and we are going to start with Phil.

**PHIL:** I just want to do a very quick opening introduction I would like to begin by first thanking each of you for your time that you are spending with us and volunteering for this very very important committee and as we go on I hope to explain as to why this committee is going to be so important, perhaps even more important this year than last year. I wanted to welcome and thank each of you for coming so I will turn it over to Lyle.

**LYLE:** And for those of you who have been to small meetings and Phil takes on a role, he is very enthusiastic. We are going to start with the member introduction I believe I know most of you, I know most of your faces and most of your names but I can't always put the names to the faces. To help me get around that we will start with the introductions and go clockwise; I am Lyle Friesen Director of School Finance Operations and Budgets here at ADE.

*Indistinguishable*, Ruth, Kevin Price, Mark Bush, Paul, Lori, Zigler, Elizabeth, John Blair, Rachael, Sanchez, Simons, Berry, Moss, Paul, Ralphie, Phil, *Indistinguishable*

**LYLE:** I think we have quite a bit more Charter Schools this time, that's good. Ralphie is going to give you the logistics.

**RALPHIE:** Just to give you a little brief background on the logistics of how these meetings are organized and managed. Our returning members will probably testify of to how much of a test life it would be when of how thing are done. Last year we met quarterly this year because of the work load we are anticipating we are going to meet every other month, same time same place unless prior notice is sent out if we can't get this room. It will be here at ADE for your reference there are restrooms immediately across from the elevators on every floor. There is of course a cafeteria on the first floor. All meetings are open to the general public and you can certainly post whatever notices at your school to bring new issues that we can discuss and evaluate here as part of this committee. If you all have not done so I know you have heard this five times but please collect the meeting binders before you leave today. I will be sending out literature before each meeting via member summary on issues we will be discussing and or agendas that you can load in your binder. Of course we have name badges here that I will print and send before every meeting and I will be mailing things from time to time. As far as additional resources we do have the School Finance Advisory Committee web site and our own e-mail account as well as the feedback form application designed just to collect information from general public or schools or issues that could end up being *Indistinguishable*. There is a resource sheet here, under tab three. In addition to the member feedback form application, once we start to receiving contributions this year again I will start to send out monthly reports on *Indistinguishable* for your consideration and that about wraps it up for me unless anyone has any questions.

**LYLE:** I have a question. Under tab three, why *Indistinguishable* she is probably the one who keeps the committee going and keeps us on task I can speak for myself, not anyone else. In review of the 05 School Finance Advisory Committee topics and accomplishments. Let's just start with the successes the two main things we didn't look at and accomplish *Indistinguishable* with first the absences and excused versus unexcused absences for reporting purposes for ADE. We will be issuing a document for the unexcused versus excused absences that can be applied for reporting purposes. But the first day absences won't be applicable until 06-07 software changes takes longer. Other items we talked about last year included CECA and CECB funding and I know that Scottsdale is impacted by that, Cave Creek, Paradise Valley are impacted by that but we don't have reps from those two districts. That item was tabled pending the legislation on the requiring un-organizing to join a district or form their own district based on end of year election. So that item has been tabled, we will see what comes out of that election process. We brought up the 100<sup>th</sup> day count, four year funding, current year versus prior year funding and briefly talked about the definition and use of the auxiliary fund. Karen did that get resolved; I think that you were the one that was discussing that.

**KAREN HAVIRD:** I am sure it was Lyle.

**LYLE:** Okay then, we do not need to bring that one back.

**KAREN HAVIRD:** I believe it did because there was a discrepancy in the USFR in the appendix

**LYLE:** I vaguely remember

**KAREN:** So why don't you go back into the back into the USFR and you will find *Indistinguishable* title thirteen specified.

**LYLE:** Before we move on back to Phil Williams with an overview of some of the objectives, I think the two things that went through the committee and were approved by the ADE policy were pretty impressive from my prospective. I think either one on its own would've been caused *Indistinguishable* four year *Indistinguishable* success. We can start there and build up from here. Did you have a question?

**KAREN HAVIRD:** Just another comment Lyle, we also talked about the additional data from the extraordinary day *Indistinguishable* quite pleased with that answer as well.

**LYLE:** One thing that I should have mentioned before is when you are speaking you should mention your name before speaking. I will turn it over to Philip for the objectives for this year's committee.

**PHILIP:** I just want to briefly touch up on some things typically we are so busy in what we do from day to day that we don't have time to stop and think about things like architecture and structure, planning and philosophy and I want to take just a second as we open up here as we touch base here on some of those things. I think they are important because they help us to

communicate if we all understand the same structure and we have the same plan we can communicate better in what we intend to do as we go through step two in this committee. Let me talk a little about the...what I think the mission or over all objective is here; in School Finance and I am looking at this through the lenses of School Finance – in School Finance our objective is to do what we can to support the education system here in Arizona, to try to make it the best in America and I know that is a lofty goal but that is where we are aiming for. Even if we miss that goal we are going to get better then we are if we all strive for that. I am telling you this because I want us all to share that goal and to think about that as we go through these meetings that we hold and to talk about things like policies and procedures. We want to think about them from a common structure. And we want the education community and when I speak of community I am talking about the department, districts, charter schools all working collectively. I know historically we have thought of adversarial rolls and I want us to move away from that, the purpose of this body is to come in collectively and work towards a common objective and a common goal. And I would hope you would share with me that the goal is to try to make this community the best in the nation. I don't know that everyone is joined in this but I hope that by the time we finish with this at the end of the year everyone will be one with this. Now we also in addition to the operating goal we would like to establish to the overarching goal we would like to establish some operating goals. School Finance's operating goal this year is aimed at being optimal and exact in the *Indistinguishable* distribution of the taxpayer's dollars. We want to be optimal and exact in other words we want to maximize the amount of funding that is available for school purposes *Indistinguishable* and when we distribute we want to correct. That is the goal we seek to achieve. And what we hope is that by going these committee meetings and with the changes you recommend to us you will help us figure out how to do this better and to help us better understand your needs and how to package what we are doing to support those needs. And when I speak of the community I am talking about the districts, the charters, the *Indistinguishable* and the departments as though we are one because we are one in the education community. And as I start to move towards closing here I wanted to touch on two more subjects, I want to talk about the focus of what this committee is this year. We want to focus on three things; we want to think about three things as we go through this year. We want to think about think about *Indistinguishable* school finance obviously optimizing the funds available for school operations. We want to think about things that aid us in becoming more exact in the way that we reporting the *Indistinguishable* k12 education, but in addition to that we want to improve the quality of data and information we collect and report. That is going to be important because we want to feed back as much as that information as possible to you as intelligence for your operations. And visa versa as we go through this. Last point is that we have reorganized School Finance or continue to reorganize school finance to try to improve the service that we bring to you. I am just going to run through quickly the functions are within School Finance and how we continue to use those to serve you and hopefully what you will be able to do then is to better access what you need from us. Lyle, who is the Co-Chair here, is also our legislative advisor. He takes the legislative information that we receive and turns it into business rules so that we can integrate it into the operating environment. We have a new organization this year called Training and Support environment; I know that most if not many of you are familiar with the RTC and the function that they play. The RTC's could leave a tremendous hole in the support structure that we provide for the uploading of applications, so what we have done is that we have is develop an internal ADE organization that we refer to as the Training and Support Group. We use that group to fulfill the functions *Indistinguishable* vacated by the regional training centers. They are now an in-house

organization and available and exist in the northern region, southern region and her in the central part of the city but they are one unit rather than separate units and will provide support you need to get the data loaded into the applications. Their primary function is getting data into the system correctly. They will assist you by training and providing one on one support where you need it to get that data into the system. In addition, the other group headed up by Katherine Van Mourik that was responsible solely for data collection within School Finance now will turn their attention to data analysis and reporting issues. We want to be able to take that data and identify knowledge in it, do projections and make that data available to you in the business that you conduct through a reporting structure. Some of it still *Indistinguishable* we are dependant on you helping us understand how we can better serve you. We also, as always, Lyle has two halves, two functions that he covers, the other function is Budget Operations which helps us to get the budget done and completed for the organizations that are out there. We also have, which used to be our Payments Group which is now responsible for the fiscal operations. We want to make sure we stay on top of the financial aspect of this business from appropriation all the way down to reconciliation. And we also have a Business and Technology Support Group. We have a Technology Group within School Finance that is responsible for helping us build tools and to generate reports that we need. So those are the organizations we have in place and that we hope to provide stronger support to you and service for you throughout the rest of this year. The last point I want to make is directed to you, it is very very important that we understand that the heart of our success in this committee are the sub-committees. And it is important that we take the sub-committees seriously and that we have meetings outside our general meetings that we hold and that we come back with valid recommendations and proposals from those sub-committees. I am going to plead with you in participating in these committees and be active on sub-committees and remain active until you bring resolution back or recommendation back. Are there any questions? Thank you for your attention.

**LYLE:** Next item is the pending discussion topic and the request for discussion topic. I will just read off a couple of items that we will go over from last year. Current year versus prior year, district are funded prior year with *Indistinguishable* funded current year. Charters are funded current year, 100<sup>th</sup> day versus full year funding or 180 day funding or some variation in between there and dual enrolment. Whether that is dual enrolment between a traditional district and a charter or a JTED main campus of satellite and a district, a member district or non-member district; definitely these will require sub-committees because I believe that everybody in here might have a different opinion or idea of what any one of those *Indistinguishable* and being what we would like to do is to come up with a list of discussions topics and to be able to come to some kind of consensus that a certain plan or route to take is the best overall for the State. There is a note here for USFR memo 185, that is a district memo, but to be honest I don't remember what memo 185 was so maybe we will have a pop quiz – (*everyone laughs*) okay, we won't. Rodger Studley is preparing, but that was an old one, Roger do you know?

**ROGER STUDLEY:** *Indistinguishable* Capitol versus M and O

**LYLE:** It is interesting, Capitol versus M and O? Okay, Roger Studley will be preparing an agenda item and a presentation for that for the October meeting, October 17<sup>th</sup>. So that is one thing that is on the agenda. Before I open this up to discussion, we suggest you comment on whatever, before



we leave today we should have at least one more item that the committee believes should be addressed for this year, if we have more the only limitation is time and how much of your time you have available for sub-committee meetings to work out the presentations and proposals on the proposed topic. Before I open it up for discussion and comment, I would like to ask for some input for something new in School Finance maybe some of you have received e-mails from School Finance, depending on your position but we have starting sending out e-mails based on budget related items. When you submit your coversheet, we will send an e-mail that says when we received it. When you send in a 915 request, we will send an e-mail that says when we received it. When you submit your proposed budget, adopted budget revised one and so forth, we will send an e-mail that says when we received it. And what I really like about that proposed and adopted e-mail is the html attachment to it you can click on the link and it will display errors, if there are errors. Still good to navigate to the page to remain familiar with it but we will send that out to the Business Managers. So we will try to do it once a week, it is not so automated that it happens as soon as you send it, but it is automated enough that we can click a button and it gets sent out. If it is successful you will have an indication that the submitted file status is successful. On the coversheet, we believe that is something that you can keep around for your audit to make sure that...or that you have documentation and they don't have to call us or ask us if you have submitted your coversheet and so forth. We will still answer those questions but if you can save that it might save them some time. Karen...

**KAREN HAVIRD:** I want to thank you for doing that. It is a very nice, welcoming e-mail to receive and to print it out and save that *Indistinguishable* so thank you.

**LYLE:** Well good. If there are other submissions like that or other items that we could possibly notify you on, let us know. You can send an e-mail to me, to Ralphie, to School Finance basically to anybody in School Finance – it will eventually get to where it needs to go. But the submitted file status e-mail came about from a gentleman who submitted a budget that included gross on it the file rejected and he did not follow up by checking the submitted status page. He asked why we can't get an e-mail notification. We took that idea.

Woman speaking *Indistinguishable*, don't know who it is – did not identify.

**LYLE:** We are working on our contact information and hopefully that will be approved, if you go to the website [www.ade.ez.gov/edd](http://www.ade.ez.gov/edd) you can put in your district name or part of that name and search and under more information or more detail will be a list of all the contacts and positions that are in our database. One person can be in 20 different positions or you can have 20 different positions, one in each position.

**MAN** speaking *Indistinguishable*, don't know who it is – did not identify. Are you currently sending those e-mails to everyone on the contact list? I second the gentleman's comment; I think the number of people on our contact list *Indistinguishable*, I think varying people on our list will receive the e-mail back.

**LYLE:** We are trying to send that out just to the Business Managers, that is all we have determined right now but I know that there are some entities, mostly districts that have multiple

people listed as Business Managers. Right now we are only sending it to one, I am not sure what it would take to send it to two or three.

Same **MAN** speaking as above *Indistinguishable*, don't know who it is – did not identify. Check our contact list with all whom *Indistinguishable*...

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. We will send you out the website *Indistinguishable*.

**MAN** speaking *Indistinguishable*, don't know who it is – did not identify. Will you be doing that with the AFR's as well?

**LYLE:** We are planning on doing that with all budget files; budget related files included the AFR. Okay, now back to the scheduled business topics for discussion and request for discussion topics. I know that there are a lot of things out there that can come up, so I am assuming that we will have no problem making it to 4:00 today. Bill.

**BILL MONT:** I just have one quick question, maybe you could give us a synopsis of what happened last year with the two that passed, there are a lot of people here that were not part of the committee and they really do not know what they were and ... I know you gave the status of them, but could we go through the process of how we accomplish that and then where it went from there.

**LYLE:** One of the items was the 1<sup>st</sup> day absences. Kevin Price presented that but he was from Mesa Unified at that time. I am sure he would have that same concern about 1<sup>st</sup> day absences whether he is at Mesa, Scottsdale or any other Charter School because it affects any number of people. The language that we started with or the implementation in ADE interpretation was that if a student was absent on the 1<sup>st</sup> day he can not generate a membership in other words the student can not generate any membership days for funding until he has been in attendance for at least one day. His first day of attendance was the 10<sup>th</sup> day the most he would get would be 90, 91 days. If he shows up on the first day then he would get 100 days or a full ADM for funding purposes. Kevin pulled together some documentation, headed up a sub-committee group; don't remember how many times we met, but after meeting he did presented to the committee, there was additional discussion on that, I am going on memory here, but a document was put together on behalf of the School Finance Advisory Committee and it worked its way to the ADE Advisory Committee and then it worked its way to the ADE Policy Committee where that was approved. SO if you have a registered student that shows up on the second day but he registered...continuing student lets just use that as an example...he will get funded for the first day of school, because you had to hold a *Indistinguishable* for that student and if you are a large District, that is a lot of *Indistinguishable*, could probably be a large number of ADM District wide...that is the case with Mesa. Tucson Unified I am not sure the impact on a smaller District or a smaller Charter. But I do believe it does fit more with what the statute says. The other change dealt with excused absences. For as long as I have been here, for as long as Rose Wheelenhan was here and when Dan Bigler...we have always said for the purposes of excused absences it is either a medical reason, medical appointment, or a family vacation or vacation. I have never understood the vacation, I have understood the medical but

there were lots of other items that I felt should be on the list or not be on the list...for the same kind of the process the School Finance committee arrived at and presented a proposal that an absence that includes contact with a parent or guardian would be an excused absence. The only real place that this takes place is on the 10 day withdraw; if I remember correctly. If you have 10 unexcused absences you must withdraw the student back to the last day. This provided a little bit of relief, if you want to call it that or change that to be a little more workable for the Districts and Charters. To be honest it is a little too liberal for me (*everyone laughs*) it is in place and that is what we deal with and work with. So whatever the committee comes up with, whatever goes to the ADE Policy team and gets approved is what we work with from this point on, whether it agrees with me or not (*everyone laughs*), and I am always glad that that policy or legislation has higher authority (*everyone laughs*). Are there any questions?

**KEVIN PRICE:** I just need clarification for myself because SAIS can not get it implemented in a timely fashion are you saying that we can not *Indistinguishable* District capable of starting that right now? Because of how SAIS will handle it, I am a bit confused. I was anticipating an announcement this summer at AASBO, but it did not happen.

**LYLE:** It was my recollection in the discussion and I do not remember where or who was in the discussion, that the first day absences would not be implemented for 05-06 but we will wait for July 1<sup>st</sup> for 06-07. I really believe that is the fairest way to do it because not every student management system can accept that or process their state absences. I don't believe student detail here will allow you to process, I am not sure whether it would reject that one transaction or the student all together, I am not familiar enough with that. But part of the lay of the change in ADE systems as well as the amount of time for *Indistinguishable*.

**KEVIN PRICE:** And that is just on first day absences?

**LYLE:** Correct.

**KEVIN PRICE:** Definitions of first day absences.

**LYLE:** Okay where do we want to start? Does anybody have any topics open for discussion for this year? Do we want to leave it with the current year versus prior year funding? I know that there are some Charter Schools that want current year and that there are some that want prior year. I am sure that Dysart would love current year *Indistinguishable* leaps and bounds. But if we had a declining district, they might want to choose the lesser of the two or the lesser evil depending on the scenario. Any one from ADE have some general comments? I don't want to take away any opportunity from anybody.

**RALPHIE:** Well basically the two members that proposed the current year versus prior year funding and or the 100 day versus full year funding are not serving on this committee next year. But I know that Kevin is very close to the topic. So I am going to put the spotlight on Kevin.

**KEVIN PRICE:** You don't want to put it on me

**RALPHIE:** I do Kevin. What we really need to do at this point is to form the sub-committee that may wish to tackle these issues.

**LYLE:** Well let's just go through the current year verses the prior year defiantly.

**KEVIN PRICE:** I don't know if it is easily tackled because of the way it is defined right now; current year, prior year as that is just one piece of the band-aid and then the other part, concurrency and all that, it is a bigger problem and this is a couple of the symptoms. As we get into the area of more accountability of that the current funding formula is being stretched...how is it handled *Indistinguishable* that are now capable of being enrolled in two, three or four schools. To me it is the bigger picture and I do not know how to handle that and those are two of the symptoms of the bigger problem, being on the *Indistinguishable* has brought forth part of those issues and nobody wants to hear Kevin we want to look at the funding formula because that is a huge thing but by the same token I am concerned because some of the experts in the area...Bill Moss, how many years have you served in the area of School Finance or in School District?

**BILL MAAS:** Forty

**KEVIN PRICE:** Chuck helped write the prior version and is retired in Mesa and is still working with AASBO but he is some of the expertise that needs to be around when we look at how are we are going from what I call the babysitting service to accountability. I probably said too much already.

**LYLE:** We don't necessarily have to look at current versus prior year statewide, it could be a subset – right now we have prior year for districts and current year for charters. If someone from a District or a Charter wants to look at language that might alter the funding formula for a Charters. That would be an option.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. I think the point is very well taken and I don't know how expansive you want to work with this committee to be recognizing that *Indistinguishable*, recommendations go to the superintendent it would be the superintendent who would be *Indistinguishable*, who would decide weather or not we move forward *Indistinguishable*, and that it would be in the hands of the legislature to decide weather or not *Indistinguishable*, or if you want *Indistinguishable*, band- aids because sometimes band-aids sometimes stop the bleeding for awhile. If you would look at the baby steps, *Indistinguishable*, manageable pieces that you could look at. It seems as though 100<sup>th</sup> day verses 150<sup>th</sup> day or 180<sup>th</sup> day *Indistinguishable*, I don't want to put ideas in your head that is not where you are.

**LYLE:** Kevin

**KEVIN PRICE:** I think the biggest thing that is holding back some of the discussion in this area is the fear of change. Weather you take 100<sup>th</sup> day or 150<sup>th</sup> day, 200<sup>th</sup> day each one of the scenarios favors somebody in this and that and everybody is worried about the potential of getting hurt. SO if there was some way of hold harmless and making people realize that we are looking for a better way of doing this and there will be a hold harmless for the time that is a potential approach. I agree



that there is something that needs to be done because TAPBI right now is kind of limbo because we were working on a solution when the Auditor General's Office came in and said we don't like that solution and so here we are at square one almost.

**LYLE:** I do agree that Current Year and Prior Year would be a good topic at the state level especially for Districts. I mean that there are so many pieces that are currently Prior Year, student detail is just getting to the point now in 05 that the data in process. 100%, 200% *Indistinguishable*, in 05 then it was in 03. I hope that was not an overstatement. I hope an even better improvement. Marcy.

**MARCY CELAYA:** My question is, if we look at the *Indistinguishable*, we can say take a look at our submissions at 150 at 180 and can that data be looked at for some analysis be done to see what kind of impact that can have on the Districts and who benefits; well we know who will benefit. How much it will penalize who those other school districts that have that declining at the end of the year.

**LYLE:** The last legislative session there was a piece passed that required ADE to calculate a 150<sup>th</sup> day for 05-06 and that is just the kind of analysis we were talking about.

**PAUL CHRISTENSEN:** Maybe I look at things too simplistically I kind of get the impression of time *Indistinguishable*, we are going to get so many dollars for education. So now *Indistinguishable*, we go 100<sup>th</sup> day or 150<sup>th</sup> day or whatever but we are going to start doing it then; moving the dollars around to benefit some at the expense of some others and so forth and it takes away any privilege that we have to try and build a budget ahead of time which is the whole idea behind the 100<sup>th</sup> day. Which if you only have X millions of dollars, weather you have figured on the 100<sup>th</sup> day with what you've got. Distribute that according to that 100<sup>th</sup> day figure, you wait till the 150<sup>th</sup> day and distribute that same money and the bottom line is their education. So we are just going to sit in this kind of council and we are going to argue because it is going to benefit your district and hurt my district or visa versa; that puts us in a very difficult position in my opinion. If doing one or the other generated more dollars for education then I think we have a whole different discussion. But I am not sure that is the end result. So why would I want to, as a business person, change that whole formula where I could almost get a little bit of a handle *Indistinguishable*, legislative being so late in the process and trying to get a handle on it before I adopt a budget. And it almost gotten to the point where budgets we adopt in July are a joke because we know we are going to revise because we have to try...because we know we have been in the business so long...we have to try to pass it so we don't get cheated in the end and then revise down. The further we extend out, the harder it is for us I think it is for us to do our job and again I think we are just moving the dollars around. Unless someone can convince me that there is more dollars as a result of making the change, then I think it is worth it.

**ELIZABETH SANDERS:** I know in the rural districts that the data uploads have killed us. When we go to the 150<sup>th</sup> day we'll be lucky if we can have cleaned up numbers by the time that they are uploaded and by the time we do a budget. So those are some things that with small school districts where you have one person who's uploading, I know we've spent a fortune trying to get our data better and we've had to hire outside people because we can't find the workforce within to

be able to fix those uploads and that has been our major problem so far in the small districts. And if we go to 150 days I mean we are clearing the 100<sup>th</sup> day, meeting every deadline you guys hit, but we even have more staff than the other districts in Mojave County do. I mean it is the secretary that is doing the uploads and their doing it and it is very expensive for what we have been trying to meet and if those deadlines are pushed back I don't think we will ever have *Indistinguishable*, numbers if there will be budgeted if we are required to do it on 150<sup>th</sup> day you might see it over but I don't...it is something to keep in mind.

**LYLE:** I think...go ahead.

**JOHN BLAIRE:** Just a point of comparison we have schools in Michigan and just to compare the two funding systems. In Michigan there are only two count days, one in the fall and one in the spring, so you count your kids on those two days and throughout the course of the year you only have to maintain 75% of that number through the year. So compare the 100% day average to that. I just wanted to make a point I think doing an average of 100 days is pretty significant now do we need to take it a step further and do it at 150 and have funds shifting around.

**BILL MONTE:** I worked with Charter School for five years and with Charter School there were a number of them that went to 200<sup>th</sup> day count, but I did not find one school that if they would have stayed at the 100<sup>th</sup> day count where they wouldn't have been better off then they are at the 200<sup>th</sup> day count. In our District for an example, we're going...each year since I have been here in the last four years now we're growing at least 5 to 6 percent. Our highest day at the moment, the last three years was the second Friday in January. So that is about your 90<sup>th</sup> day and we are at our top numbers even though we have grown 6% and by 1700 kids last year. We still have more kids in January and that was the highest point – it went down from there, even in a growing district. So I don't think we will do anything but hurt ourselves by moving that day out. The work we will have to do and the amount of money. The only thing that I see...and we have right now Current Year count on our student count. When we did away with the 5% and the 3%, what we call sudden growth and *Indistinguishable*, Current Year count we have that except for the capitol. I mean if we wanted to change anything that is what we should fight. We have 1700 new kids or if you are a smaller district you have 500 new kids or 200 new kids you should get the money for your soft capitol and your *Indistinguishable*, which is excluded other than that we had it pretty good the way we do it.

**LYLE:** Yes.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. And just to add to Bill's comment, if a capitol funding or growth in group B as well because when he has special needs children that come into our districts, they require special capitol needs and we are not receiving that funding.

**LYLE:** Really only getting only capitol their funding based on their regular needs.

**MAN** speaking *Indistinguishable*, don't know who it is – did not identify. Do you know of any history of why the capitol was not included in the *Indistinguishable*, is there any rational reason as to

why behind that – it doesn't make sense if we get both of those based on that number and then we turn around and get *Indistinguishable*, traditional numbers *Indistinguishable*, I am not sure I understand.

**ELIZABETH SANDERS:** Frankly I don't know it *Indistinguishable*, came up that I can recall.

**MAN** speaking *Indistinguishable*, don't know who it is – did not identify. Well, I say it goes all the way back to when we started the formula in 1980 and the fact that is was supposed to be a level playing field and then we talked about growth and we did get in there about that we are allowed to add when we grow but we didn't have to take away if we declined and so the idea, the actual argument at that point was that we were having to add all these new teachers because we were getting another 200 kids or 800 kids or 300 or whatever it is in your district and so we have got M and O for that to take care of the new teachers that we have. I don't even think that when we started the whole *Indistinguishable*, we never thought in terms of...that we had to have more capitol. But at that point we were just fighting for anything we got. But if it stayed that way *Indistinguishable*, then we got the 3% in there that is not quite at 5 and you go at 3 you get a smaller amount. Thane I was not involved when they changed it to full funding for every single kid. Capitol was never involved in that discussion from 1980 and on.

**LYLE:** That would require legislative change that would not be quite as easy as the first day absences and the excused and unexcused which were ADE interpretation.

**MAN** speaking *Indistinguishable*, don't know who it is – did not identify. I would also like to talk about the transportation side of that. *Indistinguishable*.

**LYLE:** I will go along with whatever the group and ADE policy.

**MAN** speaking *Indistinguishable*, don't know who it is – did not identify. Although it is going to be brought up anyway weather we look at it or not – it is coming back.

**LYLE:** It will come up until something gets done.

**MAN** speaking *Indistinguishable*, don't know who it is – did not identify. If it were me, you are better off being proactive.

Another **MAN** speaking, different than previous one, *Indistinguishable*, don't know who it is – did not identify. So with this group what is the thought on, if we were to bring something that would require legislative action such as capitol funding? What role would each group have a play in that?

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. I will be very very frank with you. My hope would be that *Indistinguishable*, that we can look at this in regards to ADE policy and think that *Indistinguishable*, we don't have go to the legislature *Indistinguishable*, superintendent has pretty much come up with the *Indistinguishable*, it is not likely he would want to put something forward that has not already been *Indistinguishable*, but that does not mean that so that if someone else put it forward he would refuse to support it – that is not the case. That would

have to be determined. But I think clearly it would be difficult to approach him with *Indistinguishable*, and that is about as frank as I can be.

**BRIAN MEE:** Back to what Paul was saying, we work on it this year and you make a recommendation knowing that *Indistinguishable*.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. *Indistinguishable*.

**BRIAN MEE:** Are you referring that we do not attack anything that way?

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. No, there may be a better way to attack – maybe through AASBO working with ASBA or various other groups. With our support there may be a better way to attack.

**MAN** speaking *Indistinguishable*, don't know who it is – did not identify. If this committee actually supported such an item – it sure makes it a lot easier for some other organizations to move forward *Indistinguishable*.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. So what is the decision Lyle?

**LYLE:** It sounds like, well at least to me anyway, that you want to look at growth to capitol. Beyond the *Indistinguishable*, you know that impacts District only. The Charter gets the additional assistance based on the current year count already.

**KAREN HAVIRD:** To include the thought that there should be some kind of a finding that *Indistinguishable*, you are not given capitol dollars for Special Education other than just a *Indistinguishable*, so maybe the Charters *Indistinguishable*, will there be an advantage to you guys to have that part of the discussion *Indistinguishable*, or some kind of funding *Indistinguishable*.

**MAN** speaking *Indistinguishable*, don't know who it is – did not identify. It sounds like we won't get any *Indistinguishable*, for capitol so we should change that.

~ END OF TAPE ~

~ BEGINNING OF TAPE ~

Many people are talking together, *Indistinguishable* - don't know who they are – did not identify.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. But if a child needs an adaptive hearing devise or an auto thing or something like that. That is money that comes through ESS. From their ESS grant / SPED grant and that is not something that the District has to bear. So I am not quite sure I understand what the Special Education issue is for additional funding.

Another **WOMAN** speaking, different than previous one, *Indistinguishable*, don't know who it is – did not identify. I was trying to think of some examples in our district where we had to do certain building renovations or something for certain children that have restrictions on how they move.

Another **WOMAN** speaking, different than previous one, *Indistinguishable*, don't know who it is – did not identify. It is through ADA (*The American Disability Act*). I am not so sure that I was under the impression that Grant dollars could be used as building renovations.

**MARCIE CELAYA:** We plane our ADE / IDEA grant plan at the beginning of the year and we try to put some growth potential in there and set a little aside for capitol for those particular things. But it is difficult sometimes to determine, we have to accept also and we get them, very severe children and if we cant accommodate them on our campuses them what will end up happening is that we have to *Indistinguishable*, out and that becomes very important that we are able to accommodate with the capitol for that child.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. And there is some money available for residential kids; happens to be a subject that I am interested in.

**BILL MAAS:** I think we are getting off the point a little bit it is not weather there is a need or some other funds. There is a difference in the funding formula for group B kids in the regular formula and in the growth formula, I think that is the only point that Sandra was trying to bring up. In the regular formula you get to count the A kids and the B kids and you get your total ADM weighted and you take that times your *Indistinguishable*, amount when you do your adjustment for growth you only get to count you're A kids. In your adjustment for growth and you don't even use...multiply that times *Indistinguishable*.

**LYLE:** Still sounds like there is still some interest in pursuing weather it is - your call.

**KAREN HAVIRD:** I heard an interest in looking at capitol formulas that in regards to current year versus prior year *Indistinguishable*, formula I heard a lack of interest in that or maybe put it off for now.

**LYLE:** You are saying no current year, no current year prior year.

**KAREN HAVIRD:** I am saying to put it off for now and address maybe some of the other issues that we started last year. For example, the dual enrollment and the concurrencies to which I think Bill is in charge of that.

**LYLE:** The concurrency issue is one that we get a lot of questions about. In past Districts and Charters, J-Ted's has the potential to impact every District and Charter in the state. I don't want to push you off growth or capitol or those items.

**MAN** speaking *Indistinguishable*, don't know who it is – did not identify. I thought we were interested in current year capitol/growth.



**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. And what about the concurrent enrollment...is there interest? We need to address that.

**KEVIN PRICE:** I guess based on what you told us about legislature it sounds like naturally it is something that needs to go to the legislature. So there again we would have to come up with a recommendation *Indistinguishable*, year down the road.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. It is more of a matter of interpretation.

**MAN** speaking *Indistinguishable*, don't know who it is – did not identify. It is critical.

Several people speaking at once *Indistinguishable*, don't know who they are – did not identify.

**LYLE:** The new language for J-Ted's students that limits ADM and class...if it is a high school class offered *Indistinguishable*.

**JOHN BLAIRE:** *Indistinguishable*, number of students who were attending a couple of our East Valley High Schools...fulltime in our program during the day. *Indistinguishable*. I need to double check out SAIS records we probably have the *Indistinguishable*, for our kids *Indistinguishable*.

**LYLE:** There is not real defined or set amount but if a student is enrolled fulltime in your Charter and fulltime in a J-Ted then...well it would be point five.

**MAN** speaking *Indistinguishable*, don't know who it is – did not identify. So I guess one question I would ask is what the best way to handle it *Indistinguishable*, through SAIS and I think at this moment *Indistinguishable*, but there has not been a whole lot of clarity in this. That is what I would like to know.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. They are taking a full number of hours on your account?

Same **MAN** speaking *Indistinguishable*, don't know who it is – did not identify. Right, correct. The *Indistinguishable*, fulltime on our campuses and like I said in most cases *Indistinguishable*, in addition to fulltime and that *Indistinguishable*,

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. Lyle, we have J-Ted's in our districts and we have the satellite program *Indistinguishable*, yours, what J-Ted are you?

Same **MAN** speaking *Indistinguishable*, don't know who it is – did not identify. EVIT

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. EVIT is not claiming them at all?

Same **MAN** speaking *Indistinguishable*, don't know who it is – did not identify. It does not appear that way.

Same **WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. Because EVIT should be claiming them and ADM is split.

Same **MAN** speaking *Indistinguishable*, don't know who it is – did not identify. In this case it does not look like they are claiming them.

**LYLE:** That is not quite how it is being implemented. Based on fifteen-three-ninety three the language says that the EVIT courses and programs are open to the member Districts students. If the student isn't enrolled in a member District which a Charter would treat as a non member District we apply the minuses EVIT or a J-Ted may charge tuition. That is where they are getting that from. We also apply the Charter non-Charter concurrency *Indistinguishable*, at one point zero (1.0).

**MAN** speaking *Indistinguishable*, don't know who it is – did not identify. *Indistinguishable*, you don't have to force tuition.

Another **MAN** speaking *Indistinguishable*, don't know who it is – did not identify. What is interesting on their invoices *Indistinguishable*, they say if you don't pay we are not going to allow your students to go to EVIT anymore.

Different **MAN** speaking *Indistinguishable*, don't know who it is – did not identify. Cool

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. That solves my problem.

**LYLE:** I would be surprised if EVIT came up with that policy. Dr. Downy is very pro student, he might try for some change in legislation on their own; I don't know. But that would be an option for them to just refuse students.

**MAN** speaking *Indistinguishable*, don't know who it is – did not identify. *Indistinguishable*.

**LYLE:** We do have a student detail report on concurrency which I know shows concurrencies for Charters and Districts. I just don't know if that District includes a J-Ted or not, I believe it does. Even if EVIT or any other J-Ted reports the student without any member District or concurrency when we go through and look, we see that this SAIS id is at EVIT, this SAIS is at J-Ted; same SAIS id at a Charter and we apply that rule.

**KAREN HAVIRD:** That conversation *Indistinguishable*, about annual enrolment and concurrency.

**LYLE:** Yes. That seemed to generate the highest level of interest so far, even though there were some others. Are there any volunteers for a subcommittee; concurrent Enrolment Sub-Committee?

**BILL MOSS:** I will be on it but I don't want to chair it.

People speaking up saying that they want to be on the committee - *Indistinguishable*, don't know who they are, speaking very low.

**RALPHIE:** Paul Carolan, Bill Maas, Linda Munk, Karen Havird, John Blair, Rose Whelihan, Sandy Wilkins, Norma Pacheco, Montie Morris, Kevin Price

**LYLE:** Can we get another Charter School on there; it seems to be pretty weighted towards Districts.

**MAN** speaking *Indistinguishable*, don't know who it is – did not identify. *Indistinguishable*. The Auditor General hasn't come out with the statement on how for example of how the J-Ted's...you know the new law that should pass on funding *Indistinguishable*, over three years *Indistinguishable*, we are going to have to go back to based on planning issues. Will that be part of the conversation with the sub-committee?

**LYLE:** I see that as defiantly as one having an impact on the other, but I do not see it directly related to concurrency but basically all the J-Ted Districts are going to have to work their selves out of the planting scenario, where all the J-Ted money goes towards new vocational funds. Karen is that a volunteer to chair?

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. That would be a good subject would be to plan *Indistinguishable*, those J-Teds because I am not sure *Indistinguishable*, came put with very much instruction for anything at all and I read that and it was like well what am I suppose to do with this?

**LYLE:** I think anybody; especially the member Districts would have some good input and questions. The Auditor General just sent me an email last week, saying they wanted to issue two s on that language. One for the ADM and one for the *Indistinguishable*.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. Would it not be helpful to have input for *Indistinguishable*?

**LYLE:** Yes, defiantly.

**KAREN HAVIRD:** Do I hear a recommendation from you guys that there should be another sub-committee in regards to the planning on the J-Teds?

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. We thought there was some direction from the practitioners to the Auditor General's Office before they issued the s directors.

**LYLE:** I think it would be a great idea. I can't tell you how many times I have got something and it was totally wrong. I don't believe that Roger Walter and the rest of the agency would do that. Do you think that would be useful Roger?

**ROGER:** Just having input, weather you use it or not.

**MAN** speaking *Indistinguishable*, don't know who it is – did not identify. *Indistinguishable*.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. But Walter, it seems to me that Auditor General Davenport would be happy to have input from *Indistinguishable*. I can't imagine that she not wanting *Indistinguishable*.

**LYLE:** I know that the Auditor General's Office did have their own advisory committee but I haven't heard anything out of that for awhile. This one is the only one in existence. Getting back to the concurrency, do we have a volunteer for a committee chair for that sub-committee? Rosemary.

**RALPHIE:** I will be in touch with you Rose.

**LYLE:** I am sure Ralphie will provide you with the contact information. Okay, so we have one sub-committee on concurrency. The other items were the *Indistinguishable*, for the J-Teds. Do we have volunteers for that; I know that we have a number of high schools here involved for unified districts, involved with J-Teds here.

**MAN** speaking *Indistinguishable*, don't know who it is – did not identify. *Indistinguishable*.

**LYLE:** The law was changed but I think this is more of a committee right now, at least for now to raise questions, suggestions.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. I think the law is somewhat *Indistinguishable*, but without that *Indistinguishable*.

**LYLE:** This would be more of...for your information the development of the s.

**KAREN HAVIRD:** *Indistinguishable*.

**LYLE:** How about a county representative?

**MAN** speaking *Indistinguishable*, don't know who it is – did not identify. One of the problems I think is up in the Holbrook area. The J-Ted that is in that area...that is where the Auditor General's Office did their audits and the audits from that J-Ted was where the recommendation came. I happen to be in the meeting with Mark Anderson *Indistinguishable*, committee and a couple a few other people on this very same issue, *Indistinguishable*, and she is from EVTT area and they were never given any rules or regulations on *Indistinguishable*, from the very beginning, so all the money they are going to receive which is going to the general budget numbers and so we

negotiated there with about three legislators with the idea with phasing down the *Indistinguishable*, okay you just can't take too many dollars out of our budget tomorrow and say that you just can't use it anymore *Indistinguishable*, so it is a phase down thing and so it only affects in the West Valley all the schools that are under WestMec. I helped grade a little bit and we out in the IGA that when you can't *Indistinguishable*, and so from the very beginning now it is not going to affect that J-Ted and it is not affecting every J-Ted; pretty much EVIT and that area, those school districts and I know the ones from Northern Arizona.

**LYLE:** I would suspect the possibility that four years ago we had six J-Teds forming. I don't believe that any one of them have a main campus. I would suspect that there would be some impact there.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. *Indistinguishable*.

**LYLE:** Volunteer for a chair?

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. Kevin, I nominate Kevin.

**LYLE:** Kevin you are *Indistinguishable*, serve term a few times.

**KEVIN PRICE:** I heard that you were going to be the chair of that committee.

**LYLE:** We are looking for the *Indistinguishable*.

Several people speaking at once *Indistinguishable*, don't know who they are – did not identify.

**LYLE:** and we have one more item of interest that we have discussed and that was the current year capitol growth; was that it?

**RALPHIE:** Alright Paul...and Brian.

**LYLE:** And the chairman or the co-chair? And Paul, oh you want to be on the committee? Who do you have to co-chair? Paul Christensen and Brian Mee will co-chair. Marcie.

**RALPHIE:** Popular committee, this will take me awhile. I am so please to see so many members.

**LYLE:** Ralphie will ask for status of the committee and she is real good about it too. We have three definite sub committees; we have got the -185 presentation by Roger Studley in October 17<sup>th</sup>. Are there any other items?

**KAREN HAVIRD:** I have the email of the agenda *Indistinguishable*, identified items that are consistently needed by all entities and ask *Indistinguishable*, assign a resource first and to meet all the different needs like the Governors *Indistinguishable*, to get money *Indistinguishable*, and stuff like that. Does anybody know *Indistinguishable*?



**LYLE:** You want one telephone number to answer every question.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. I think what that means is wouldn't it be nice if there were one person compiling all this instead of this person doing this and this person doing this.

**LYLE:** I was going to say...I think it would be a good idea but I don't think I am that person.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. Well, it makes sense to me.

**LYLE:** Just one person to go from School Finance to Exceptional Student Services and just learns what is in each unit that you can call and ask a question, put some reports together that says this is due this and this is what the Governor wants to do.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. Well, sometimes we don't know what the Governor wants to do.

Another **WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. That's true.

Another **WOMAN** speaking, different than previous one, *Indistinguishable*, don't know who it is – did not identify. And you have to have someone from the Governor's office telling you what the Governor wants to do.

Another **WOMAN** speaking, different than previous one, *Indistinguishable*, don't know who it is – did not identify. Karen are you looking for a School Finance *Indistinguishable*.

**WOMAN** speaking, different than previous one, *Indistinguishable*, don't know who it is – did not identify. That's what I thought she was looking for.

Another **WOMAN** speaking, different than previous one, *Indistinguishable*, don't know who it is – did not identify. There would be one person from School Finance.

**LYLE:** Chuck...you are a member of AASBO.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. I guess it seems like the Governor's office will come and ask us for data and then someone else will come along and ask for the same thing and then someone else. Wouldn't it be nice to have just one person?

**LYLE:** Okay, there was a bill awhile back that would require any governmental agency to work with ADE when requesting information from Districts. It didn't pass! It was a good thought.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. Don't you ever get tired of getting requests for the same data that somebody can push a button and get?

Another **WOMAN** speaking, different than previous one, *Indistinguishable*, don't know who it is – did not identify. As Janice works on my data warehouse we were very hopeful for the next few years *Indistinguishable*, that at some point over the next few meetings *Indistinguishable*, we are hoping that there will be over the next two years, three years because of *Indistinguishable*, something that will allow that to happen that you can...

Another **WOMAN** speaking, different than previous one, *Indistinguishable*, don't know who it is – did not identify. Any number of reports; you are going to be able to purchase the reports, populate it with whatever information is available. It takes time and money we have to *Indistinguishable*, half a million dollars. But it is a beginning.

**LYLE:** Possibly Karen has some reports that she has been requested that might not be on our radar.

**KAREN HAVIRD:** If I do, I do not remember them.

**LYLE:** Well, you don't have to give them today, but if they come in and you get it from the Governors office, the Auditor General's Office or ADE School Finance, ADE Food Services from four or five different places.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. There may some *Indistinguishable*, there that are being requested from the executive, by the executive offices and we don't have to *Indistinguishable*, them. So you just have to remember that *Indistinguishable*, and some of that data is very difficult to research, we spend an enormous amount of time for instance with the *Indistinguishable*, every year; that is a hard report and to do it one year and the next year you are trying to compare your numbers from the prior year and you think they look good, but you don't analyze it the same way and pretty soon you get a call that something doesn't gel and are you sure your numbers are right? And you are wondering well, how did I do the numbers last year? It is just a real difficult report and you spend an enormous amount of time on it. I guess my questions is...how do we simplify that, do we have the ability here as a group to talk about that? To work with whoever developed that *Indistinguishable*.

**LYLE:** Well there is an analysis that the Auditor General's Office can wire to...For the Districts it is considerably more involved than it is for the Charters. They do collect that data from the ADE. You filled out the form and send it to us, as difficult as it may be and we do give it to the Auditor General.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. There is a theme here and Lyle mentioned the Advisory Committee through the Auditor General's Office which apparently has not been meeting. It may be a good recommendation and we can make that even though *Indistinguishable*, send a letter off on behalf of this committee to the Auditor General requesting that Advisory Committee be re-established or that as part of this committee that there would be adequate representation so that information can be taken back. Because what I think you

are hearing is that there are some things that are very difficult and cumbersome and may be able to be stream-lined somewhat. So if you would like, I would be happy to do that.

**LYLE:** I am sure the Auditor General's Office would appreciate it if there was someone there also.

Same **WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. I am sure they would and I think that kind of information that can be generated from a group like this would be extremely helpful.

**KAREN HAVIRD:** I have another one on my list and it is guess a kind of question. I think that the School Finance is in charge of the SDER report and I guess it would be nice to have some kind of an idea of where that is going or *Indistinguishable*, as it was linked to like the highly qualified teachers and the requirements for the classified staff prior to the *Indistinguishable*. I know that there were some of us who met prior to last spring to talk about some potential changes we may have and it is very difficult to make those changes in two weeks. There was a large question in regards to the *Indistinguishable*, services; we understand that. A lot of school districts are using contact *Indistinguishable*, services for our retirees and how they wanted us to begin to maybe think of how to put those people on the SDER *Indistinguishable*, creating great complications for us because then what if you had like the *Indistinguishable*, contracted out and stuff like that. So I guess there was also some question as to the validity of the numbers that are *Indistinguishable*, SDER reports. I am not sure quite exactly how to present that if I am looking for a question or a conversation or something.

**LYLE:** Some of the changes were SDER related to reporting that we have to do to the FEDs. The contracted teachers; those who have retired and then come back to work through an employment service, we have been missing those teachers. We have been missing Charter teachers, and the contracted teachers that retired and come back through employment services can be a significant number and when we add the Charters to that...now we are reporting all the students, look at the head count over a million students out there and if we are losing teacher information; retired teacher information from the Charters, that is a significant number. We look like we have an unbelievably high teacher/pupil ratio. So part of it is intended to go for that. I believe that the contracted teachers will be added for the upcoming October submission.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. I guess that is where I kind of *Indistinguishable*, not that I don't disagree with it because I know that I have some principals that are *Indistinguishable*, because it looks like I have a school without a principal. It is not that I don't disagree with the concept as much as the implementation and the fact that there's then no information forth coming so now I technically have to figure out how to implement that on relatively short notice, and put that into place and I don't have any detail as to what that is supposed to look like. You know what I am saying? And then I don't know in long term what's happening with the highly qualified teacher's requirement. Are you supposed to have to do additional reporting to *Indistinguishable*? Basically I would like to file thirteen the whole thing. But I am sure you all don't want me to do that. So I guess I would like some information.

**PHILIP:** Some of that is being worked on *Indistinguishable*, were struggling with how we are to capture that information because the apparent system doesn't accommodate the hired teachers or contracted teachers. We are working through that and perhaps that is something that we can look at together as we work it out here.

Same **WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. I would love that because we do not know how to capture it either. We basically extract it down to the *Indistinguishable*, payroll systems for that and these people are no longer in our payroll system. So now I have got to technically go get those people who are no longer in my *Indistinguishable*. SO it is presenting a challenge and one that I would like to be proactive instead of on September 30<sup>th</sup> trying to figure out how to get there. And which ones are you including and which ones are you not. For example we need to contact *Indistinguishable*, services when you have your entire transportation department out as a contract service. It can go much *Indistinguishable*, when than just a teacher or a principal that you brought back in through one of the vendors.

**MAN** speaking *Indistinguishable*, don't know who it is – did not identify. Follow up that on another report and not the SDER. What really is getting skewed is your AFR because you no longer spending; in our district we are spending 1.3 million on contracted, so it no longer shows the salary and the benefits that go with it. So we are off by a million six and million seven.

**LYLE:** And that will impact some of the reporting that we will be required to do in a couple of years to the FEDs. They want teacher level by regular ed, special ed and vocational ed and so forth. And if you are on the contract we need to make sure...if your teachers are under contract with employment type service then we will need to know how to handle that. Did someone have a question? Ralphie said someone had a question.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. Would you get back with, everyone might be interested, because I know I am interested.

**PHILIP:** We will pass that out to everyone.

**MAN** speaking *Indistinguishable*, don't know who it is – did not identify. What does that number say that we had when I had paid to contract a teacher and the Auditor General's Office said that we needed to find where the teacher was and if the teacher was contracted.

**LYLE:** There is performance pay and a variety of places that teach career ladders, classroom site fund and Indian gaming. I know we have a definition of a teacher. I don't remember that we ever discussed or nailed down weather or not. I hate saying contract teacher but...I vaguely remember discussing something about Classroom Site Fund, I think we said only the menu items could be for teachers; for those contract teachers in question. Plus it could be something we could look at again. For the SDER we are just going to send out informational response to Karen's questions.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. We will probably pull some people to the table.

**ELIZABETH SANDERS:** I have a question...For those of us who are new committee do you want us to just email back if we have other topics?

**RALPHIE:** Absolutely. You can either write to the School Finance Advisory Committee email account directly or use the feedback form, which is on the School Finance Advisory Committee web site.

**MAN** speaking *Indistinguishable*, don't know who it is – did not identify. What policies do you find *Indistinguishable*, that cause the most difficulty with you or are you looking at some new policies to implement. Some of those might generate conversation as far as input from this committee. In other words another topic that was brought up that we wanted to collect accurate data so that you could give us data back so we could do a better job, I guess I would like to see what that would be like.

**LYLE:** I know that we want to collect accurate data and be able to share the data that we have with whoever needs the data or who can use the data.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. What we are trying to do is and again it is going to take time. These things do not happen over night and I do not want to put false hopes out there for anyone, but MIS and Data Warehouse Group are looking at how we may be able to reach into your data systems and pull the data out and be able to deliver one message to you where there would be a streamed lined way to make any corrections at one shot. There are tools that some States have now, *Indistinguishable*, built a tools; I don't know how good a tool it is at this point. We were looking at all these things and recognizing that we live by a legislative appropriation for ADE. There is a certain responsibility that the District has to take as well for providing data so it is a joint responsibility but we are looking at tools that we hope will make life easier for the Districts.

Another **WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. Let me throw this out, we are doing something right now; we have 7.5 million dollars in our failing schools tutoring. But under performing and failing schools students have been *Indistinguishable*, failing schools are all qualified but there is a lot of this. And any high school student who has failed to meet one or more the *Indistinguishable*, proficiently standards. And it says there are a lot of these tests and the tutoring money is available and what we are looking to do is to *Indistinguishable*, application to *Indistinguishable*. So that instead of having to...and even the payment system which I have not talked with *Indistinguishable*, I will very soon. But anything that we can make easier for you, that is the bottom line frankly and that is where we are focusing so much of the energy. So we would like to make it as easy as possible we intend to take time but it also takes some effort on the part of the LEAs and the Charters too.

**ELIZABETH SANDERS:** We can also tell you which data you are printing the reports off of and which data you are not printing off of. If you look at our pre *Indistinguishable*, lunches and those kind of things; I know in the rural schools we are still working on cleaning that up so when they get the all day kindergarten...my question was which group did you use because if you used the child nutrition network we are clean and if you used the ADE it is not correct and in balance



yet. I mean *Indistinguishable*, is clean but *Indistinguishable*, lunch in our District I know we are still working on cleaning up those areas. So we can help you, you may not want to use this group but we do have a second reporting *Indistinguishable* and that is reporting through child nutrition network and their data is correct so we are basically reporting that pre-reduced lunch data in two separate systems at the same time.

**LYLE:** Do we want to look for some more topics? Do we want to go with the topics we have for now; then add more later? We still have an hour and ten minutes left...*(laughter)*.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. People tend to come back when you dismiss them early.

**LYLE:** That's the logic...I am a little slow. Okay so we have; just to double check...we have a concurrency committee, currency or capitol growth committee with *Indistinguishable*, for J-Teds as an advisory committee for the Auditor General's Office and the development of the *Indistinguishable*. ADE is involved in that memo also.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. I will write a letter to the Auditor General's requesting participation of this committee or if not that then an advisory committee.

**LYLE:** We are done with pending discussions topics and so forth. The next item here is the call to the audience.

**RUTH:** On behalf of the superintendent I want to thank you again. He is very grateful for the effort we are putting forth. The time and energy, particularly those who aren't *Indistinguishable*, and I know that some of you are driving quite some distances.

**LYLE:** And with that we are adjourned. What...un-adjourned.

**WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. When do you think we will get Pima 12 on prop 301?

**LYLE:** I really expected that to have been already been out, but I will have to double check on that.

Same **WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. Okay

**LYLE:** Because I thought we were going to have had that out before the end of *Indistinguishable*.

Same **WOMAN** speaking *Indistinguishable*, don't know who it is – did not identify. I thought so too.

**~ END OF MEETING ~**